

Curriculum Statement

Principles:

The Academy's curriculum meets both statutory requirements and those of the National Curriculum. It is broad and balanced and promotes the spiritual, moral, social, cultural, and physical development of students, preparing them fully for the opportunities, responsibilities and experiences of adult life. The current government is keen that the curriculum supports British Values. At Beacon Academy the teaching of values is central to everything we do, as our purpose is to Educate for Life.

Aims:

The academy seeks to:

help students use language and number effectively;

help students acquire understanding, knowledge and skills relevant to adult life and employment in a rapidly changing world;

help students develop lively, enquiring minds, the ability to question and argue rationally, apply themselves to tasks and physical skills, foster creativity and develop essential skills;

inspire students to a commitment to lifelong learning and promote a healthy lifestyle;

help students develop personal moral values, respect for each other's values and tolerance of other races, religions and ways of life, by recognising what we have in common and celebrating our differences;

help students enjoy lessons and fulfil their potential;

be at the heart of our wider community seeking opportunities to collaborate in order to enrich the learning of students;

offer students the opportunity to acquire a range of qualifications that allow them to achieve the other aims of this policy as set out above and demonstrate the skills and knowledge they have acquired

Implementation:

The curriculum will meet the requirements of the National Curriculum; it will:

be broad – so that it provides a wide range of knowledge, skills and learning opportunities;

be balanced – so that each element is given sufficient time to contribute effectively;

be coherent – so that each element is linked to make the learning experience more meaningful;

be relevant – so that it is related to the learner's interests, needs and experience wherever possible;

be differentiated – so that what is taught and how it is taught is matched to the students' needs, aptitudes, abilities and achievements;

be inclusive – allowing, as far as is possible, all students access to the full curriculum;

be flexible – allow opportunities for extracurricular and enrichment activities;

Key Stage 3

The curriculum for Key Stage 3 is as follows. This is based on a two week timetable with 50 one hour long lessons, five hours per day.

All pupils follow a programme of study which consists of English, Mathematics, Science, Religious

Education; IT; Physical Education; Art; DesignTechnology; French; Geography; History and Performing Arts (Music, Dance, Drama). PSHCEe (Personal, Social, Health, Citizenship and Economic education is taught as part of an extended tutorial programme. Sex education is delivered mainly through programmes in RE and Science. However, both sex and careers education are also delivered through structured collapsed-timetable events.

Key Stage 4

The Government believes that schools should offer students a broad range of academic subjects to age 16, and we are confident that our KS4 curriculum meets that expectation.

Students study a core programme that includes: English; maths; double science; RE; IT and PE. In addition students are able to choose from a number optional subjects from a range of traditional GCSE and vocational subjects including: Engineering; Graphics; Food Technology; Art; Photography; Performing Arts; Music; Dance; French; Sport; Business Studies and Health and Social Care.

All KS4 subjects with the exception of core PE, lead to formal accreditation.

